

LESSON 3

Physical Activity, Rest, and Sleep

| Student Learning Objectives: | National Health Education Standards: |
|--|--------------------------------------|
| 1. Describe the benefits of being physically active. | • Core Concepts |
| 2. Describe how physical activity, rest, and sleep help a person stay healthy. | • Core Concepts |



Lesson Synopsis

Discuss the reasons to be physically active and play a song to emphasize the need for daily activity. Describe the benefits of physical activity and its effects on heart health. Teach how to feel a pulse and what it can tell about the heart's activity. Engage in four physical activity stations and monitor the heart's reaction to each. Discuss rest and sleep as additional healthy activities and read a poem to practice resting. Identify favorite physical activities and plan to be physically active each day for a week.

| Activity | Time in Minutes | Materials Needed |
|-------------------------------|-----------------|---|
| Introduction | 5 | Health Education Materials <ul style="list-style-type: none"> • Cassette: "Exercise Every Day," <i>Learning Basic Skills Through Music</i> • Bulletin Board: "Health Hints," Michigan Model for Health Clearinghouse Supplied by the Teacher <ul style="list-style-type: none"> • Cassette player |
| Teacher Input | 7 | Health Education Materials <ul style="list-style-type: none"> • Poster: "Heart Healthy Exercise," Michigan Model for Health Clearinghouse • CD: <i>Kids in Action</i>, by Greg and Steve (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • CD player (Extension Activity) |
| Application or Skill Practice | 20 | Health Education Materials <ul style="list-style-type: none"> • Book: <i>Sleep Is for Everyone</i>, by Paul Showers (Extension Activity) • Book: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, by Judith Viorst (Extension Activity) • Bulletin Board: "Health Hints," Michigan Model for Health Clearinghouse Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Pulse Fair Chart," American Heart Association • Teacher Reference: "Quiet Time" Supplied by the Teacher <ul style="list-style-type: none"> • Pens or pencils |
| Closure | 3 | Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Physical Activity Log" • Family Resource Sheet: "Healthy Snack and Activity Choices" Supplied by the Teacher <ul style="list-style-type: none"> • Pens or pencils • Map of the community, state, or world (Extension Activity) |
| TOTAL | 35 | |

Preparation

Prior to the Lesson:

- **Request the help** of four family volunteers or older students and **prepare** them by describing each activity they will be leading at their stations during the Application or Skill Practice section of this lesson.

For Introduction:

- **Display** the "Health Hints" bulletin board heading.
- **Decide if you want to invite** the physical education teacher into class to demonstrate stretching, strength, and endurance activities.

For Application or Skill Practice:

- **Arrange the room** to accommodate the activity and decide how you will divide your class into four groups.
- **Decide if you want to invite** the physical education teacher or a local aerobics instructor into class to talk about physical activity and to help with the activity.
- **Duplicate** the student worksheet, "Pulse Fair Chart," for each student.
- **Read** the teacher reference, "Quiet Time."
- **Research** community opportunities to be physically active, such as classes through community education and access to parks, trails, or bike lanes. Provide a list for families. (Extension Activity)

For Closure:

- **Duplicate** the student worksheet, "Physical Activity Log," for each student.
- **Duplicate** the family resource sheet, "Healthy Snack and Activity Choices," for students to take home.



Time-Saver Tip: The Application or Skill Practice section of this lesson asks students to complete a series of stations designed to help them distinguish between activities that raise their heart rate and those that do not. Given the activity in the room, it may take longer than expected to complete.

LESSON PROCEDURE

Introduction: Introduce the reasons to be physically active.


Approximately 5 minutes



| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|-------------------------------|--|--------------------------|
| Review healthy snack choices. | <p><i>If you have eaten a healthy snack recently, pat yourself on the stomach.</i></p> <p>Call on a couple students to name their healthy snack choices.</p> <p><i>It is important to eat healthy snacks because they give us energy to move and be physically active.</i></p> | |

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| Define "physical activity" and give examples. | <p><i>When we are physically active, we are moving various parts of the body to make our hearts beat faster.</i></p> <p><i>Wiggle your fingers with me. When you wiggle your fingers you are moving body parts, but you are not making your heart beat faster. So, it is not being physically active.</i></p> <p><i>Walking, running, bicycling, raking leaves, carrying groceries, skating, and swimming are all examples of being physically active because when you do these activities your heart beats faster.</i></p> | |
| Name reasons to be physically active. | <p><i>If you can think of a reason we need to be physically active, stretch your arms toward the ceiling.</i></p> <p>Gather the students' ideas. Include the following reasons in your discussion:</p> <ul style="list-style-type: none"> • Physical activity strengthens the muscles that help us move, learn, work, and play. • Physical activity strengthens the heart muscle, so it pumps blood more efficiently. • Physical activity helps us to relax when we have strong emotions, such as excitement or anger. • Physical activity helps us sleep better. • Physical activity helps us build muscle, instead of adding fat. • Physical activity keeps our bodies working right. | |
| Play and discuss the song, "Exercise Every Day." | <p><i>Listen carefully to this song. Notice what the song says about how often we should be physically active.</i></p> <p><i>All together... How often should we exercise or be active?</i></p> <p>Answer: every day</p> | |
| Display the "Health Hints" bulletin board piece that shows physical activity. | <i>Today we will learn more about why it is important to be physically active.</i> | |

Teacher Input: Identify benefits of physical activity, including heart health.





Approximately 7 minutes






| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
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| Describe the three main benefits of participating in a variety of physical activities. | <p><i>Different types of physical activities benefit our bodies in different ways. <u>Stretching</u> helps keep our muscles flexible. Activities that build <u>strength</u> help us lift things. Activities that build <u>endurance</u> help us run and play for long periods of time before we get tired.</i></p> |  <p>Ask the physical education teacher to demonstrate physical activities for stretching, strength, and endurance.</p> |

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| <p>Show the poster, "Heart Healthy Exercise." Identify favorite ways to be physically active.</p> | <p><i>There are many different ways to be physically active. Each one of us can find something we enjoy doing. As I point to each picture on this poster, stand up if you enjoy, or think you would enjoy, the activity.</i></p> <p>Point to each of the pictures on the poster and pause to allow students to stand.</p> <p><i>What physical activities do you enjoy that aren't on the poster?</i></p> <p>Call on students to stand up and suggest other types of physical activities. Ask the listening students to stand up if they also enjoy this activity.</p> |  <p>Encourage physical activity when you review knowledge and skills learned in health or other content areas. For example, mark lines on the floor for one, two, and three points. Form teams. Ask a student a question. If he or she answers it correctly, he or she can choose from which line to try to make a basket using a soft ball. Use a waste basket or bushel basket. If the basket is made, the number of points is added to the team total.</p> |
| <p>Describe the heart's reaction to physical activity.</p> | <p><i>Being physically active can be good for your heart. Activities that are good for the heart cause it to beat faster and pump harder.</i></p> <p><i>If you know how to tell if your heart is beating faster, put your hand over your heart.</i></p> |  <p>Play the CD, <i>Kids in Action</i>, and have students move with the music.</p> |
| <p>Teach students to feel their pulses.</p> | <p><i>Who can tell me what a "pulse" is?</i></p> <p>Answer: Each time the heart beats (contracts), it sends blood through the arteries, and they expand. This is a pulse.</p> <p><i>Two easy places to feel your pulse are in your wrist and in your neck. Let's see if we can feel our own pulses.</i></p> <p>Describe and demonstrate the following:</p> <p><i>To feel your pulse in your wrist, put the first two fingers of one hand on the inside of your other wrist (above the hand on the side where the thumb is located). Press lightly.</i></p> <p><i>To feel your pulse in your neck, put the tips of your first two fingers gently over your Adam's apple (the bump in your neck/throat). Slowly slide your fingers to one side. Press lightly.</i></p> | |
| <p>Discuss the effect physical activity has on the pulse and the heart.</p> | <p><i>What do you think your pulse would do after physical activity?</i></p> <p>Answer: The pulse will be faster.</p> <p><i>Why do you think this happens?</i></p> <p>Answer: The heart is working harder and pumping faster.</p> <p><i>By being physically active and making the heart muscle work harder, we help our hearts stay strong and healthy. Sometimes when you are playing or walking, stop and check out your pulse.</i></p> | |

Application or Skill Practice: Identify physical activities that will increase the heart rate (pulse) and those that provide rest.


Approximately 20 minutes






| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
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| Distribute the student worksheet, "Pulse Fair Chart."  | <i>Let's do an experiment to see how different activities affect our heart rate. You will use this worksheet during our experiment. Please write your name on your "Pulse Fair Chart."</i> | |
| Assign students to each station. | Divide the class into four groups and assign each group a station location. Ask students to take their worksheets and pencils and stand quietly at their station. | |
| Explain and demonstrate the four stations. | <p><i>At each station or booth, you will participate in an activity and record your pulse on the student worksheet, "Pulse Fair Chart." Each group will move to each of the four booths or stations. Let's see what activities are at each station or booth.</i></p> <p>Ask at least one student volunteer to demonstrate as you explain:</p> <p><i>The "sitting booth" is where you will sit quietly.</i></p> <p><i>The "running ramp" is where you will run in place.</i></p> <p><i>The "rest stop" is where you will stand quietly.</i></p> <p><i>The "hop stop" is where you will hop in place.</i></p> <p>Write the words "fast" and "slow" on the board and continue to explain:</p> <p><i>At each station or booth you will participate in the specific activity for two minutes. I will keep track of the time. At the end of the two minutes, I will call "time's up." Then, feel your pulse and write the word "fast" or "slow" on your chart, choosing the word that describes how your heart is beating. The word goes in the space after the name of the booth you just finished. Once you have finished writing, your group will move to the next booth or station.</i></p> |  <p>This could be done in conjunction with physical education class. The physical education teacher could assist or you could invite a certified aerobics instructor to assist. You might also request the help of parents, family members, or older students.</p>  <p>You may want students to indicate "fast" or "slow" by using "F" or "S."</p> |
| Rotate students to each of the station activities. | Use this process until all groups have had two minutes at each station or booth. | |
| Discuss the activities. | <p><i>Which physical activities caused the heart to beat the fastest?</i></p> <p>Answers: running ramp, hop stop</p> <p><i>The slowest?</i></p> <p>Answers: rest stop, sitting booth</p> |  <p>Whenever physical activity occurs in the classroom, explain the health benefits.</p> |

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| | <p>Which activities helped strengthen the heart?</p> <p>Answers: running, hopping</p> <p>Why do you think these helped strengthen the heart?</p> <p>Answer: It had to work harder.</p> <p><i>Health experts suggest that children get sixty minutes of physical activity every day. If you are not already physically active, begin with shorter periods of activity three to four times a week and increase your activity gradually.</i></p> |  <p>Research community opportunities to be physically active, such as classes through community education and access to parks, trails, or bike lanes. Provide a list for families.</p> |
| <p>Discuss the need for balance between physical activity and rest and sleep.</p> <p>Display the "Health Hints" bulletin board pieces that show rest and sleep.</p> | <p><i>Our bodies also need something else, especially after being so active. What do you think it is?</i></p> <p>Answers: rest and sleep</p> <p>When you rest or sleep, what do you think happens to your pulse?</p> <p>Answer: It is slow.</p> |  <p>After recess or physical education class, practice one way to rest, such as read a book, listen to music, or rest heads on desks.</p> |
| <p>Read the poem, "Quiet Time."</p> <p>Practice resting.</p>  | <p><i>Let's rest for a few minutes together. I will read a poem and you do the motions the poem suggests.</i></p> <p>Read "Quiet Time."</p> <p><i>Now, feel your pulse. When you rest, your heart rests, too.</i></p> |  <p>Read the book, <i>Sleep Is for Everyone</i>.</p>  <p>Read the book, <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>. The book does not directly link the events of Alexander's day to the lack of sleep or rest. You will need to make the connection verbally.</p> |

Closure: Encourage students to be physically active every day for a week.

Approximately 3 minutes

| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|--|---|---|
| Identify favorite physical activities. | <p>While you are resting, think about your favorite physical activities.</p> <p><i>There are lots of good reasons to be physically active, but there's one important reason we haven't mentioned—it can be fun! If you find ways to move that you enjoy, you will be active more regularly, and you will be much healthier.</i></p> <p>Tell your neighbor one of your favorite ways to get physical activity.</p> |  <p>Form a walking club and chart distances walked on a map of the community, state, or world.</p> |

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| <p>Distribute the student worksheet, "Physical Activity Logs." Explain how to fill in the worksheet.</p>  | <p><i>Plan on being physically active every day for a week. You might choose a different activity for each day, or you might have one favorite. Record the activity and how long you did the activity on this worksheet. Ask a family member for help if you need it. Maybe they would like to join in and be physically active with you.</i></p> <p><i>In the column labeled "where," write down where you were when you were physically active, and ask your parents or another adult to sign or initial the chart indicating you have carried out your plan.</i></p> <p><i>Return the logs at the end of a week, and we'll post them on the bulletin board to reward ourselves for taking care of our hearts.</i></p> |  <p>Have students share their worksheets, "Pulse Fair Chart," with their families.</p>  <p>Suggest the use of pictures on the worksheet, rather than words, if writing will be difficult for students.</p>  <p>Encourage students to be more physically active during recess.</p> |
| <p>Distribute the family resource sheet, "Healthy Snack and Activity Choices."</p>  | <p><i>Be sure to share this information with your families so they can choose healthy snacks and be physically active, too.</i></p> | |
| <p>Summarize the unit.</p> | <p><i>We have learned a lot about eating nutritious foods and being physically healthy.</i></p> <p><i>Stand up and run in place if you plan to use what you have learned to be as healthy as you can.</i></p> | |





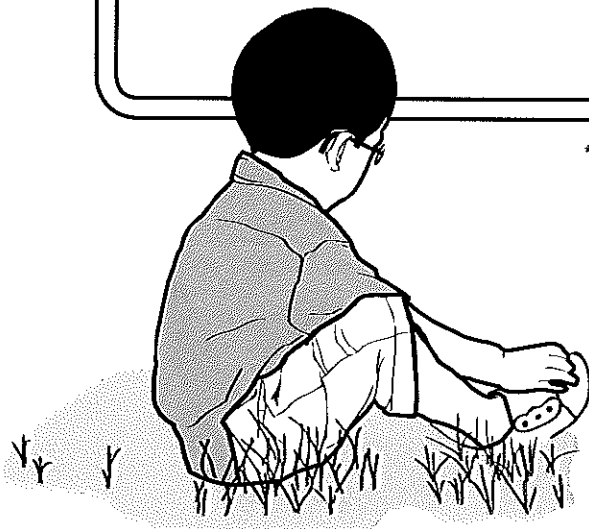
Quiet Time*

I've just come in from playing,
As tired as I can be.
I'll cross my legs
And fold my hands,
I'll close my eyes
So I can't see.

I will not move my body,
I'll be like Raggedy Ann.
My head won't move,
My arms won't move,
I'll just be still—
Because I can.

(Fit actions to words as you read the poem.)

*Reproduced with permission by American Heart Association





Pulse Fair Chart

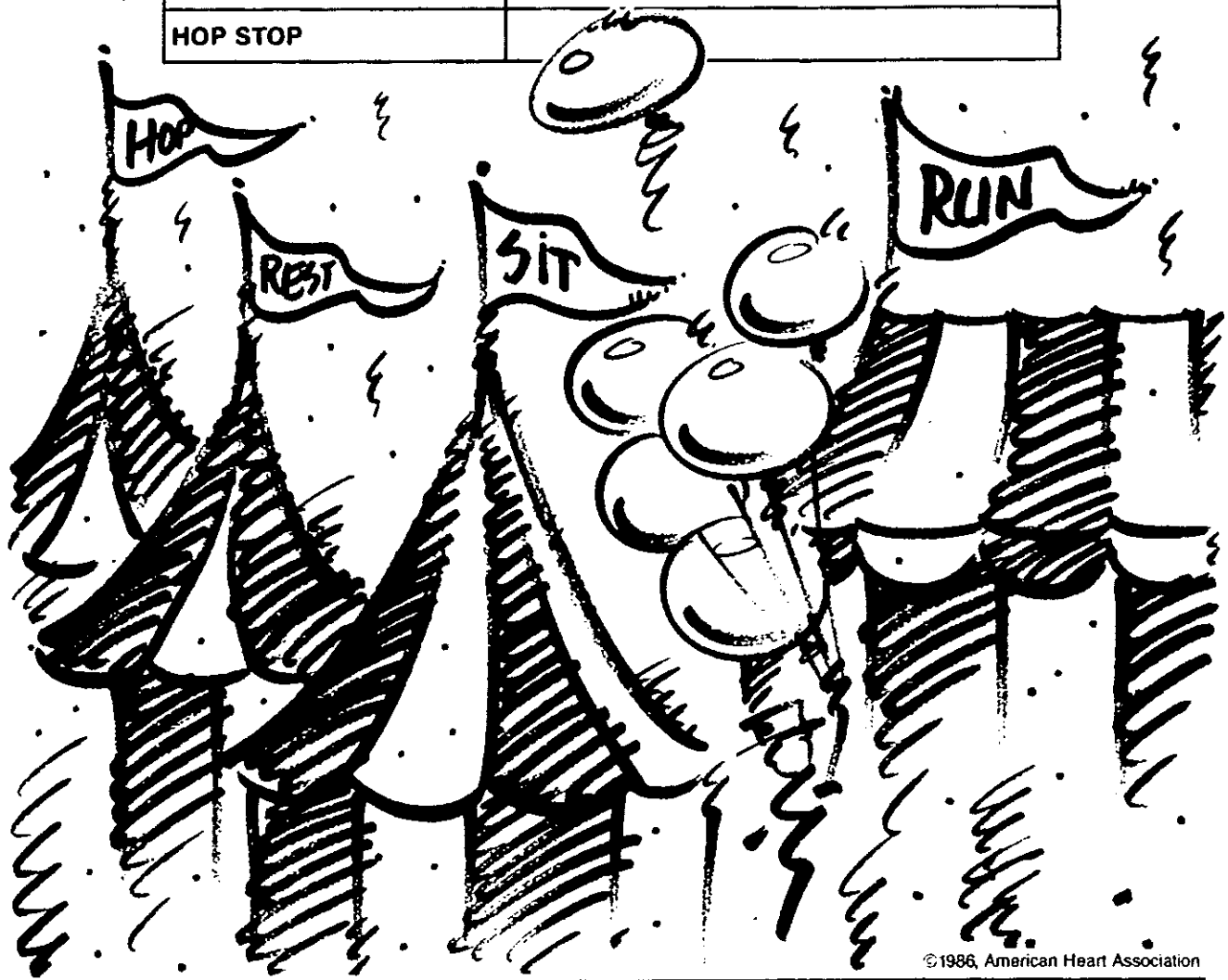
NAME _____

GRADE _____

BOOTH

MY PULSE

| | |
|---------------|--|
| REST STOP | |
| SITTING BOOTH | |
| RUNNING RAMP | |
| HOP STOP | |



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THE AMERICAN HEART ASSOCIATION
SCHOOLSITE PROGRAM

FOOD, FUN AND FITNESS,
LOWER ELEMENTARY

American Heart
Association 



Physical Activity Log

**Directions:**

- ◆ Plan on being physically active every day for a week. You might choose a different activity for each day, or you might have one favorite.
- ◆ Record the activity and how long you did the activity on this worksheet.
- ◆ In the column labeled "where," write down where you were when you were physically active. Examples are: home, park, school playground, and soccer field.
- ◆ Ask your parents or another adult to sign or initial the chart indicating you have carried out your plan.
- ◆ Return the logs at the end of a week, and we'll post them on the bulletin board to reward ourselves for taking care of our hearts.

| TYPE OF PHYSICAL ACTIVITY | HOW LONG? (minutes) | WHERE? |
|---------------------------|---------------------|--------|
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Adapted from American Heart Association

Adult's Signature



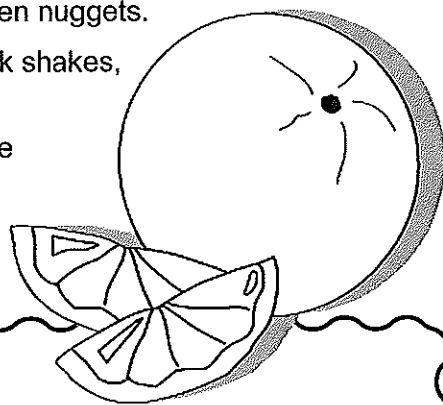
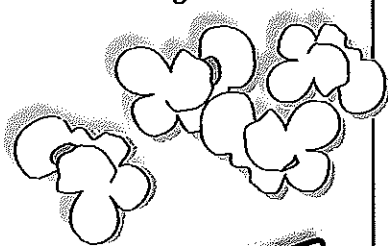
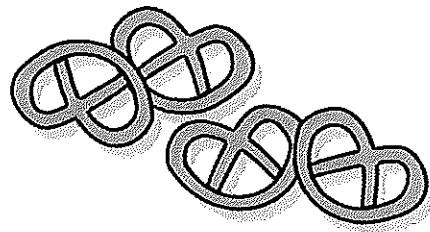
Healthy Snack and Activity Choices

Healthy Snacks

Children's bodies are growing and changing rapidly. They need the extra nutrients and calories found in healthy snacks, or small meals in between breakfast, lunch, and dinner. You can help your child pick healthy snacks that are rich in nutrients and low in fat and sugar.

Use this information to make healthier choices:

- Pretzels contain less fat than potato chips.
- Baked potato chips have less fat than fried.
- Air-popped popcorn with no butter has less fat than popcorn with butter.
- Bagels, raisin toast, or English muffins have less fat and sugar than doughnuts or Danish pastry.
- Low-fat cookies, like fig bars, vanilla wafers, or gingersnaps, are better choices than cake, cookies, and brownies.
- Fruits and vegetables are vitamin-rich options.
- Apple slices or fruit cups are better options than French fries.
- A hamburger has less fat than chicken nuggets.
- Fruit juices have less sugar than milk shakes, floats, or soda pop.
- Juice bars contain vitamins and have less sugar than ice cream bars.
- Low-fat frozen yogurt has less sugar and fat than ice cream.



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Favorite Snacks

Bananas
Raisins
Apples
Nuts
Graham Crackers
Low-Fat Frozen Yogurt
Bagel
Grapes
Popcorn

Snack Fun

Make a list of your favorite nutritious snacks. Help your child make a list, too. See how many healthy snacks are on both lists. Place the lists on the refrigerator door. Take it to the grocery store and buy some of your favorites. Healthy snacks are foods that are low in solid fats, added sugars, and salt.

Physical Activity: An Essential Health Habit

FAMILY
RESOURCE
SHEET



Your child is learning how important it is to be physically active. By getting 60 minutes of physical activity each day, your child will form a health habit that will help prevent obesity and heart disease. As adults, we need physical activity, too. It is recommended that we get 2 1/2 hours of moderate physical activity each week. Or, aim for 1 1/4 hours of vigorous physical activity weekly.

**As a family, do physical activities together.
Try these ideas:**

- Go for a walk.
- Visit a park and hike a trail.
- Ride bicycles. Don't forget your helmets and sunscreen!
- Do exercises while watching TV or during the commercials. See who can do the most push ups, jumping jacks, or sit ups.
- Go swimming at a pool in your area.
- Combine inline skating and biking. Everyone can do his or her favorite activity.
- Travel to a friend's house, the library, a store, or school by walking or biking.

Limit television
and computer
time to less than
two hours a day
and encourage
physical activity.

less than
2 hours
a day



Sign your child up for a class to learn a fun way to be active:

- Soccer
- Dance
- Gymnastics
- Swimming
- Martial arts
- Basketball
- T-ball

Learn More About Physical Activity

To learn more about keeping your family active, visit the American Heart Association website.
www.americanheart.org

Visit the U.S. Department of Health and Human Services, National Heart, Lung, and Blood Institute website.
www.nhlbi.nih.gov/health/public/heart/obesity/wecan/

Take the President's Challenge!
www.presidentschallenge.org/

Find tips and ideas for increasing your child's physical activity using brochures found at the Centers for Disease Control and Prevention website.
www.cdc.gov/HealthyYouth/physicalactivity/publications.htm

Visit the American Academy of Pediatrics website for parents.
www.healthychildren.org/

Visit the Michigan Fitness Foundation/ Governor's Council on Physical Fitness to learn more about physical activity and what Michigan is doing to encourage youth to be more physically active.
www.michiganfitness.org